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ABSTRACT

This is an evaluation of a Title VII Bilingual/Bicultural Education Program conducted in New York City in 1979-1980. The program description includes discussion of the following topics: (1) goals and objectives; (2) instructional programs; (3) staff development; (4) parent and community involvement; (5) curriculum and materials; and (6) guidance. The organization and staffing of the program are reviewed. Findings of the evaluation cover these areas: (1) achievement and language test data; (2) enrichment; (3) Spanish language arts; (4) English as a second language; (5) social studies instruction; (6) mathematics instruction; (7) science instruction; (8) participation and performance of pupils; (9) staff abilities; (10) inservice training; (11) parent involvement; (12) guidance; (13) materials and curriculum development; and (14) program coordination. Conclusions and recommendations are offered and the appendix contains a sample evaluation visit form, an evaluation questionnaire, an observation of instruction form, and a bilingual conference evaluation form. (APM)

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EVALUATION REPORT

Project Aprende
07601

1979-1980

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PROGRAM DESCRIPTION

Project APRENDE is an enrichment program designed to enhance tax levy bilingual-bicultural instruction with some transitional and monolingual voluntary participation, at the three junior high schools in School District 6. Emphasis is placed on supplemental activities in media, art, science, and life experiences which, in turn, serve as a stimulus for positive self-concept, academic learning, and creativity. The program's curriculum is carefully integrated via cooperative planning, with tax levy instruction at J.H.S. 143, J.H.S. 164, and J.H.S. 52 in Community School District 6, Manhattan, New York City.

Junior High School 52 has a population of 1776 pupils (capacity 1400) in the seventh, eighth, and ninth grades. Seventy six percent (76%) of this population is Hispanic. Fourteen (14) of the total 50 classes in the school require Consent Decree mandated bilingual instructional services. Project APRENDE at J.H.S. 52 involves 270 pupils in six (6) bilingual, and three (3) monolingual classes.

Junior High School 143 has a population of 2200 pupils (capacity 1800) in seventh, eighth, and ninth grades. Seventy seven percent (77%) of this population is Hispanic. Seventeen (17) of the total seventy six classes (65 plus 11 special education) require Consent Decree mandated bilingual instruction. APRENDE at J.H.S. 143 involves 282 (189 bilingual and 93 monolingual) pupils in six bilingual and three monolingual classes.

Junior High School 164 has a population of 585 pupils in grades six, seven and eight. Thirty seven percent (37%) of this population is Hispanic. Five classes require Consent Decree mandated instructional services. APRENDE at J.H.S. 164 involves 118 pupils (56 bilingual and 62 monolingual) in two bilingual and two monolingual classes. Only seventh and eighth grade classes participate in the program. Junior High School 164 also involves APRENDE pupils in its Lincoln Center Institute performing arts program, its ceramic program, and its Choir.

The bilingual classes are comprised of students who scored below the 21st percentile in the Language Assessment Battery (LAB). Monolingual classes may contain true English monolingual pupils if they are a large percentage of the school's population, as in J.H.S. 164, or they may, in fact, be comprised of bilingual pupils with sufficient English-language fluency for participation in monolingual instruction.

APRENDE is funded by Title VII of the Elementary and Secondary Education Act and is coordinated with funding from tax-levy and Title I in an effort to strengthen academic instruction.

Goals and Objectives

The goals of Project APRENDE revolve around five major components, numbered in order of priority: (1) enrichment of instructional program; (2) staff development; (3) parental involvement; (4) curriculum and materials development; (5) bilingual guidance support

system. These components are part of a comprehensive effort to improve the cognitive and affective development of the children of limited English-speaking ability. Specifically, the goals are:

Instructional Program

1. The establishment, development, and maintenance of an exemplary bilingual-bicultural program in the junior high school which will serve as a model to other junior high schools in the city, state, and nation.

2. Spanish-speaking students of limited English speaking ability and who are newly arrived to the U.S.A. will be given an opportunity to participate in a bilingual-bicultural program.

3. Students who were participants in a bilingual program in the elementary school will be able to continue participating in a bilingual-bicultural program in the junior high school.

4. English speaking students will be given an opportunity to participate in a bilingual-bicultural program on a voluntary basis.

5. The development of a student body that is functionally bilingual.

6. The development of a student body that is academically successful in reading, mathematics, and other subject areas through a program which provides the student an opportunity to learn in his/her dominant language while learning the second language.

7. The development of a history and culture program which will enhance and reinforce the positive self-concept of participating students by providing them with an opportunity to become knowledgeable and appreciative of their cultural heritage.

8. The development of a bilingual media program which will not only stimulate students to maximize their creative talents in the area of photography and films, but also serve as a basis for developing skills in language arts.

9. The development of an art enrichment program that will stimulate and develop the creative talents of students and will serve as a basis for developing skills in language arts.

10. The development of a science enrichment program which will emphasize active experimentation and involvement by the students in lab situations, and which will serve as a basis for developing skills in language arts.

11. The development of a life experience program in which the students will actively participate in real life settings, as a preparation for careers and life in the broadest sense.

Staff Development Program

1. The development of a bilingual staff, fluent in English and Spanish, with the attitudes, the language fluency, and teaching skills required to maintain an ongoing, self supported junior high school bilingual-bicultural program in the district.

2. The development of an in-service training program in which the staff participants will acquire the special skills and competencies needed to successfully teach at the Junior High School level.

3. The development of an in-service training program in which the staff participants will acquire the special skills, attitudes, and competencies needed to successfully interact with and involve parents in the learning process of the children.

4. The development of a college-based program which will provide to program staff members accredited courses in junior high school methodology, materials, organization, etc.

5. The development of a network that will join all of the district's junior high schools together for staff training purposes, curriculum development, and dissemination of information.

Parent and Community Involvement

1. The maintenance of an advisory committee of parents who will participate in the development of policies and strategies for the most effective implementation of the program.

2. The development of a parent body which will actively participate in the learning experiences of their children by participating in school activities such as workshops, meetings, volunteer work, etc.

3. The development of support for the bilingual project by Spanish speaking and English speaking parents by disseminating information about the project and providing for active participation by parents in the planning and implementation of the program.

4. The development of an adult education program which will provide the parents with an opportunity to learn English.

5. The development of an adult education program which will provide the opportunity to parents to develop basic skills so as to take and pass the high school equivalency examination.

Curriculum and Materials Component

1. The development of curriculum in Spanish language arts for native speakers that will be suitable for and relevant to the junior high school students.

2. The acquisition of materials in Spanish in the different subject areas that will be suitable for and relevant to the junior high school students.

3. The acquisition of materials in reading in English that will be suitable for and relevant to the junior high school students.

4. The development of a curriculum for the media program that will outline the scope and sequence of skills to be acquired by students and activities to be implemented to attain these skills.

5. The development of curriculum for the history and culture program which will enable junior high school students to become knowledgeable and appreciative of their cultural heritage and the cultural heritage of their classmates.

6. The acquisition of appropriate material for the history and culture program which will enable junior high school students to become knowledgeable of and appreciative of their cultural heritage and the cultural heritage of their classmates.

Guidance Program

1. The development of a bilingual guidance program which will meet the special needs of children and families of limited English speaking ability.

2. The development of a bilingual guidance program which will be preventive as well as remedial in nature and will focus on increasing the children's feelings of self-worth and increasing the parents' awareness and contribution to its development.

3. The establishment of effective procedures for screening, evaluating, identifying, and referring children with guidance needs.

4. The establishment of effective methods to provide parents with the opportunity to learn aspects of child and adolescent behavior; to discuss family adjustment needs in the new culture; to disseminate information concerning resources in the community for such problems as housing health, job-training, etc.

ORGANIZATION AND STAFFING

The staff directly participating in Project APRENDE are: three bilingual coordinators, one bilingual counselor, one parent worker, seven paraprofessionals, and nine cooperating classroom teachers at the schools, as well as bilingual office administrative, supervisory, and support staff at district. Other participants in the program are the principals, assistant principals, chairmen of departments, English-as-a-second language teachers, and district resource and supervisory personnel. Most staff directly participating in the program are Spanish-English bilingual.

Teachers of the nine participating classes are licensed teachers paid through tax levy funds. The counselor, parent worker, and paraprofessionals are paid through Project APRENDE.

With respect to Project APRENDE, the bilingual coordinators in each school schedule and coordinate the enrichment courses for the classes in the program with the cooperating teachers and paraprofessionals. They also integrate the bilingual counselor's work into the program.

The cooperating teachers plan and implement the enrichment courses, usually in conjunction with the opposite-language, same-subject teacher. Enrichment courses are often scheduled parallel to encourage joint planning. For the 1979-80 academic year, J.H.S. 164 provided enrichment in Social Studies, Science, and Art. J.H.S. 143 provided it in art, music, and television. J.H.S. 52 provided it in photography, social studies, and typing.

One paraprofessional is designated as the Parent Worker and is responsible for planning and implementing an English-as-a-second language program for the parents, as well as a High School equivalency

(GED) preparation course in Spanish. She works five days a week at J.H.S. 164, the only school with enough room to have the program. Parents from all the three schools attend the sessions at J.H.S. 164.

In each school, paraprofessionals assist the cooperating teachers in presenting, implementing, and following-up the planned enrichment lessons. They are also programmed to assist specific classroom teachers in small-group and individualized reading and math instruction. Paraprofessionals also translate course contents and assist in test administration for the program.

The bilingual guidance counselor is responsible for servicing the needs of specific pupils as they arise, as well as planning and implementing a preventive guidance program for pupils. He works two days a week at J.H.S. 143, two days at J.H.S. 52, and one day at J.H.S. 164.

Bilingual administrative personnel at district provide the program with overall coordination, and perform management and logistical activities for all schools. Inservice training, material and human resources, curriculum design, program monitoring, etc. are some of the areas addressed by district bilingual personnel. Bilingual office support staff assist with clerical and business functions.

The characteristics of the program's pupil population in each of the three schools are different. At J.H.S. 52, participants were randomly selected. At J.H.S. 164, only seventh and eighth graders participated. (J.H.S. 164 has no ninth grade, but does have a sixth grade). Also, this school's small population fostered a home-like atmosphere that overcrowded conditions tend to impede.

EVALUATION DESIGN

Project APRENDE at J.H.S. 164, 143, and 52 was evaluated on the basis of observations, interviews, analysis of responses to a questionnaire, and exhibits. Specifically:

1. Three visits were made to J.H.S. 164, with one visit incorporating observation of the parent program. Two visits were made to J.H.S. 143. Two visits were made to J.H.S. 52, with one visit incorporating an interview with the bilingual guidance counselor. The Evaluation Visit form (Appendix I) was used to consolidate the observations and interview data.

2. Interviews were conducted with the principals and assistant principals of all three schools, the bilingual coordinators of all the schools, eight cooperating teachers, the bilingual guidance counselor, parent worker, paraprofessionals, parents in an ESL class, and nine students (three in each school).

3. Formal observations of instruction were made at nine classes. The Observation of Instruction form (Appendix II) was utilized for recording.

4. The Evaluation Questionnaire (Appendix III) asked respondents to rate various program components on a scale of one to five and the responses (N= 22) were interpreted as follows: 1= poor; 2= fair; 3= good; 4= very good; 5= excellent.

5. Teachers materials, students' work, exhibits, etc., were reviewed for qualities in keeping with the goals of the Project.

6. Analysis of achievement and language data for Spanish and English dominant students.

FINDINGS OF THE EVALUATION

ACHIEVEMENT AND LANGUAGE TEST DATA

The intent of this aspect of the evaluation was to assess the impact of the program on students achievement in the areas of English and Spanish reading, math and English and Spanish language skills. This aspect of the evaluation is quite unique in that it provides an opportunity to examine the performance of both English and Spanish dominant students across a wide range of areas.

Tables 1 and 2 below show the performance of both the English and Spanish dominant students (grades 7-9) in the Language Assessment Battery - English and Spanish (LAB). The LAB is a language test which assesses the areas of reading, writing, listening comprehension and speaking; presented in tables 1 and 2 are averages and t-tests based on total score.

The data indicate that Spanish dominant students enter the program scoring at approximately the 5th percentile rank in English language skills; whereas, the English dominant students score at the 38.5 percentile (7th grade), 21.8 percentile (8th grade), and 26.9 percentile (9th grade) in the LAB-English. The LAB-English was administered as a posttest to the Spanish dominant group; the data do indicate statistically significant growth. It should be remembered, however, that although there was growth the students were still performing below the point considered to be effective in English. The group, even after the intervention of a years' bilingual program is still Spanish dominant; although significant progress was made in English language facility.

The LAB-Spanish was administered to the Spanish dominant group in order to confirm the dominance in that language. These results are presented in Table 2 and basically are a mirror-image reflection of the results presented for the English dominant group. These data reflect the dominance of Spanish language skills in this population. Although there was some fluctuation of scores from pre to posttest, they were really so small (within the margin of the standard error of measurement) as to really be negligible. The conclusions to be reached from an analysis of these two tables is that the groups selected to participate in Project APRENDE was done with care and with the full appreciation of the importance of language dominance for the proper implementation of the program.

TABLE 1

PERFORMANCE OF ENGLISH AND SPANISH DOMINANT GROUP ON THE LAB-ENGLISH (PERCENTILE RANKS)

GRADE	SPANISH DOMINANT			ENGLISH DOMINANT
	PRE TEST	POSTTEST	T	PRETEST
7	5.3	12.4	4.6*	38.5
8	5.0	10.6	6.0*	21.8
9	5.2	8.4	3.8*	26.9

*P<.01

TABLE 2

PERFORMANCE OF SPANISH DOMINANT GROUP
ON THE LAB-SPANISH (PERCENTILE RANKS)

SPANISH DOMINANT

GRADE	PRETESTS	POSTEST	T
7	80.5	81.3	.83
8	81.1	85.3	3.3*
9	86.6	82.8	-1.2

One of the primary goals of the program was the strengthening of Spanish reading skills for the Spanish dominant population and the development of Spanish reading skills for the English dominant population. In order to accomplish this objective, appropriate levels of the Prueba de Lectura were administered to both groups. Table 3 presents a summary of the testing in terms of percentile rank scores. As can be readily seen, the Spanish dominant population at each grade levels 7, 8 and 9 showed statistically significant growth from pre to posttest. At grade 7, the average pretest percentile rank is 33.3 and at posttest increases to 66.4 percentile rank; an improvement of over 60%. Grade 8 improvement is as dramatic as the above - an increase of over 50%. The performance at grade 9 is from 25.7 percentile to 36.0 percentile, although statistically significant not as great as the other grades. What is so outstanding with these results is the fact that Spanish dominant students at grades 7 and 8 are performing above national expectations - they are performing above national average. It should be noted, however, that the standard deviation is great; thus owing to great

diversity in Spanish reading ability within this population.

The results pertaining to the English dominant group are quite interesting and at the same time perplexing. Although we were able to demonstrate that these students were truly English dominant in terms of their performance on the LAB-English, their testing data with a Spanish reading test demonstrate more than a passing knowledge of Spanish reading. As the table indicates, students in grades 7, 8 or 9 start the program functioning at the 57.0 , 30.1 and 45.7 percentile rank, respectively. These scores indicate that the children have acquired some very definite Spanish reading skills at entrance to the program. Only grade 8 shows a statistically significant growth from pre to post. Grades 7 and 9 remain relatively static. These data strongly communicate that our English dominant population do have Spanish reading skills which remain relatively unchanged, except for grade 8, as a result of bilingual instruction (although the instruction was not that of Spanish reading).

TABLE 3

PERFORMANCE OF ENGLISH AND SPANISH DOMINANT GROUPS ON THE PRUEBA DE LECTURA (PERCENTILE RANKS)

GRADE	SPANISH DOMINANT			ENGLISH DOMINANT		
	Pretest	Posttest	T	Pretest	Posttest	T
7	33.3	66.4	10.6*	57.0	56.7	---
8	24.6	60.6	19.2*	30.1	56.6	4.9*
9	25.7	36.0	12.8*	45.7	42.4	.14

In addition to the testing of Spanish reading it was also critical to assess English reading in both populations. Table 4 below presents a summary of these findings in terms of grade equivalent scores. What is immediately apparent in reviewing these data for the Spanish dominant group is that the growth from pre to post, at each grade level, was statistically significant. The greatest growth was at the 8th grade (6 months) and the least growth was 3 months at 7th grade. It is also important to note the diversity of the group in terms of the English reading skills they enter the program with. It is also critical to realize that although the program was successful in producing growth in English reading, nevertheless, the performance is still significantly below grade level. There is still much work left to do in this area, although great strides have already been made.

The English dominant group at grades 8 and 9 also performed well; the growth in both instances was statistically significant. Students at grade 7 made no improvement. Again note these students are performing below grade level, although not drastically. These data in conjunction with the Spanish reading data indicate that this group is bilingual, in terms of reading.

TABLE 4

PERFORMANCE OF ENGLISH AND SPANISH DOMINANT GROUPS ON THE SAT-READING (G.E.)

GRADE	SPANISH DOMINANT			ENGLISH DOMINANT		
	PRETEST	POSTTEST	T	PRETEST	POSTTEST	T
7	2.4	2.7	9.4*	6.7	6.7	---
8	2.8	3.4	8.7*	6.8	7.2	7.0*
9	3.1	3.6	4.6*	7.2	8.8	10.5*

*P<.01

The final area that this aspect of the evaluation was concerned with was math achievement. To accomplish this, students were administered the computational subtest of the Stanford Achievement Test. The directions for administration were translated for the Spanish dominant group. The results of this aspect of the evaluation are presented on Table 5. Note that since instructions were modified and only a portion of the test administered the findings are presented in terms of raw scores. The Spanish dominant group shows increases at each grade level and statistically significant improvement only at grades 7 and 8. The findings for the English dominant group are not as dramatic, with the grade level performance being relatively static.

TABLE 5

PERFORMANCE OF ENGLISH AND SPANISH DOMINANT GROUPS ON THE COMPUTATIONAL SUBTEST OF THE SAT (R.S.)

GRADE	SPANISH DOMINANT			ENGLISH DOMINANT		
	PRETEST	POSTTEST	T	PRETEST	POSTTEST	T
7	21.8	19.1	---	25.2	25.8	---
8	18.5	24.6	8.1*	26.4	29.6	3.8*
9	32.1	25.4	---	33.4	33.7	---

The results of this aspect of the evaluation demonstrate the effectiveness of this program in the improvement or maintenance of skills in reading in English and Spanish and to a lesser degree math.

INSTRUCTIONAL COMPONENTS

Enrichment

1. Overall, instruction in the various enrichment courses was rated by the teachers and coordinators as good to excellent on the questionnaire.

2. Pupils rated hands-on courses such as photography and typing as more rewarding than academically-based courses such as science or social studies.

3. Pupils felt that courses taught in their dominant language were more enriching than those taught in their secondary language.

4. Pupils found courses utilizing their life experiences to be beneficial in helping them "find words" to express themselves and in helping them feel better about themselves.

5. Although unable to separate the enrichment component from the total bilingual program, the pupils assessed the program to be excellent.

6. Few displays of pupil work were found at the schools. This may be a characteristic of junior high schools.

Spanish Language Arts

1. Instruction in Spanish language arts was rated good to excellent, with seventy six percent of the respondents rating it as excellent, a finding consistent with the goals of the program and the Spanish-dominant pupil populations.

2. Few instances of dual language instruction were observed. Instruction was in Spanish only or English only.

3. An almost college level, excellent Spanish literature lesson was observed at J.H.S. 143. It was both challenging to the pupils and they were very much involved.

4. Few instances of code switching by the pupils were observed. Pupils responded in the language being used by the teacher.

5. The library collection of Spanish language books for this age group in the various subject areas was rated as fair to good.

English-as-a-Second-Language

1. Instruction in ESL was rated fair to excellent, with sixty eight percent of the respondents rating it as excellent.

2. Few instances of code-switching by the pupils were observed. Pupils tended to respond in the language of instruction.

3. During interviews with administrators at J.H.S. 52, concern was expressed over the slow rate at which pupils were developing English language skills. During interviews with students, it was found that many lacked confidence in their use of English and, after three years in the program, were still "grasping" for many words in English. This feeling may be the result of:

a. low percentage of English monolinguals in the school from whom the pupils can hear and with whom they can use English in non-academic settings.

b. lack of literacy in their own language, thus reducing their ability to transfer skills for second language acquisition.

c. their age - it is easier for a younger child to learn a second language.

d. large class size, effectively reducing oral participation.

Social Studies

1. Instruction in social studies was rated very good to excellent. These comments are consistent with observation.

2. A teacher at J.H.S. 52 developed her own excellent materials which correspond to the grade level curriculum and which aim to develop English language skills alongside teaching the content.

3. Topics presented were appropriate for the grade and for the pupils' language capabilities.

Mathematics

1. Instruction in math was rated very good to excellent.

2. Classes observed at 52 and 143 were on grade level and geared to pupils' dominant language.

Science

1. Instruction in science was rated very good to excellent.

2. A science class observed at J.H.S. 52 was on grade level and taught in Spanish, with pupils responding in Spanish.

Pupils

1. Participation and performance of pupils in Project APRENDE was rated good to excellent. Observations confirmed this, finding most pupils participating in the lessons presented and responsive to questions.

2. The English language skills of the pupils were assessed by the respondents as good to excellent, the range reflecting the language dominance of the pupils.

3. Spanish language skills were rated as good to excellent.

4. Observations of pupils found they used both languages separately, with few instances of intermingling.

5. The testing program was viewed with mixed feelings, with responses ranging from fair to excellent. Responses to interview questions about the testing indicated that the process was time-consuming and cumbersome.

6. The selection procedure for the pupils was judged good to excellent, supporting the validity of the LAB/teacher judgement combination for placement purposes.

7. Some pupils were found to be orally Spanish dominant but lacked Spanish reading and writing skills. Therefore, they had no skills to transfer to facilitate learning to read in English.

8. Administrators and teachers were impressed with how well behaved the Hispanic pupils are and their reduced rate of absenteeism.

9. Interviews with pupils revealed an enhanced self-image with career goals being high and containing realistic steps for achievement.

Staff

1. The English and Spanish language skills of the staff were rated good to excellent. Interviews with them also revealed equal fluency in both languages.

2. By and large, staff felt their training and experience for their positions was good to excellent.

3. During interviews, some teachers, both bilingual and English monolinguals, expressed a desire to develop skills in ESL methodology so that they could be more effective.

4. Some teachers and paraprofessionals expressed a need to develop skills to teach illiterate adolescents how to read and compute.

5. Communication between pupils and staff was rated very good to excellent. Observations found they were very good, especially the rapport between teachers and pupils.

In-Service Training

1. In-service training was rated poor to excellent, with eighty percent finding it very good.

2. Paraprofessionals found district conferences helpful for their development.

3. Project APRENDE staff also participate in district, central board, and college training programs. In particular, a City College course made available to district bilingual program staff should be mentioned. The curriculum for this course was developed cooperatively by the college's Bilingual Education Department and the district's Bilingual Program staff. Areas covered were Art in the Curriculum, ESL, Spanish Language Arts, etc.

Parental Involvement

1. Parents found the ESL courses very good. Observation confirmed this, finding their participation eager, diligent, and taken very seriously.

2. Observations found instruction to be excellent, with all the following components of good ESL instruction found present:

a. good rapport
b. motivation
c. relevance/usefulness of topic
d. auditory activities (instructions, spelling)
e. visual activities (reading, filmstrip, blackboard)
f. oral activities (reading, asking and answering questions)
g. writing activities (copying, dictation, homework)
h. repetition in differing contexts
i. variation/timing/flow
j. role playing to insure internalization
k. follow-up (homework, compositions)

3. Despite its location at J.H.S. 164, parents from all three schools, as well as non-parents community residents, attend the program's classes.

4. The parent worker and parents, on a voluntary basis, meet in the park during the summer months to maintain their skills.

5. To date, all students who took the test have passed their GED examination.

6. All students who have been in the program have been counselled and placed in colleges, training programs, or jobs.

7. The parent program has serviced Hispanics, Hindus, Jews, Haitians, and Jamaicans.

8. Many of the parents in the program are involved in their respective schools.

9. The parent program is an outstanding component of Project APRENDE and one worthy of emulation.

Guidance

1. The guidance program was rated good to excellent.

2. The bilingual guidance counselor works with the bilingual coordinator, the school's guidance counselors, teachers, and paraprofessionals, as warranted, to assist students.

3. The bilingual guidance counselor has carried out classroom guidance sessions at the request of teachers.

4. The bilingual guidance counselor assists individual students with particular problems, such as pregnancy, that are of a critical nature.

5. The bilingual guidance counselor works with parents and makes home visits, as needed, to help solve student's problems. The range of the fuidance services was significantly expanded by the counselor's field work.

6. Because of the limited time spent in each school, the bilingual guidance counselor is not always permitted on-going contact with the students facing specific problems.

7. The limited time in each school also obstructs systematic implementation of a full complement of preventive counseling sessions.

Materials and Curriculum Development

1. Since a year-end bilingual conference, to which all district and school staff as well as parents and community members are invited, is traditional in our district; the decision was made to use this conference as the principal mechanism to disseminate curricular materials developed in the bilingual program. A series of workshops was conducted, during which packets of materials were distributed as textual accompaniment to the conferences. The Bilingual Conference Evaluation Form (see Appendix IV) was distributed. Respondents rated both the workshops and the materials from good to excellent; and the overall organization of the conference was assessed as excellent. (It should be noted that there were cases in which the participants' enthusiasm prompted them to write in a "5".) Although the main thrust of this conference was dissemination, it should also be noted that significant results in the areas of staff development and parental involvement were also obtained. It is also felt the workshop topics represent a comprehensive array of areas of concerns of bilingual education from a wide variety of perspectives.

2. A package of materials prepared by the New York State Education Department addressing ESL instruction was distributed to participating schools, to be used as curriculum and practices guides by the coordinators and the instructional staffs.

3. An anthology of poems and essays in English and Spanish, written and illustrated by the children in the program at JHS 143, was printed and disseminated to all schools for use as a model.

4. It should be noted that the ESL curriculum materials and plans developed by the parent trainer are of an exemplary quality.

Coordination

1. Overall, coordination of staff within the program was rated as good to excellent.

2. Direct supervision of cooperating teachers is the responsibility of the chairmen of the department for that specific subject area. Because of union regulations, teachers need attend only one supervisory meeting per month. At J.H.S. 164 they meet with the bilingual coordinator but not with their department. At J.H.S. 52 and 143, they meet with the department but not the bilingual coordinator.

3. Cooperation with other school programs and personnel was observed to be excellent at J.H.S. 164, very good at J.H.S. 52, and good at J.H.S. 143.

CONCLUSIONS AND RECOMMENDATIONS

An analysis of the observations, interviews and questionnaires indicate that given different school and pupil characteristics, the objectives of the Project APRENDE at J.H.S. 52, J.H.S. 143, and J.H.S. 164 are being accomplished. Specifically:

1. Objectives related to enrichment of the instructional program through the use of media, art, science, and life experiences are being achieved, especially with the hands-on courses such as photography.
2. Objectives related to pupil academic programs are being achieved, with their learning of math, science, social studies, etc., in their native language progressing while they develop English language skills.
3. Objectives related to pupils mastery of English language skills is progressing unevenly.
4. Objectives related to the enhancement of pupil self-image are being accomplished.
5. Objectives related to staff development are being accomplished via district-level conferences and some school meetings, in addition to the previously mentioned college course.
6. Objectives related to parent training are definitely being accomplished and, in fact, excel. This component is a notable aspect of the total program.
7. Objectives related to curriculum development are also being accomplished in an exemplary manner.
8. Objectives related to the bilingual guidance program are being realized but the potential exists for a much better preventive program, if schedule limitations are obviated.

The recommendations that follow aim to improve a basically good program.

RECOMMENDATIONS

In order to improve Project APRENDE for the 1980-1981 academic year, the following is recommended:

1. Enrichment courses which are subject-based (i.e. social studies, science) should be carefully planned to be, in fact, different from regular science or social studies classes. The topics should also utilize multimedia to motivate second language acquisition.

2. In order to supplement and upgrade the development of pupils' English language skills, it is recommended that further intensive in-service training be provided for Project APRENDE staff on specific methods for teaching ESL to this population. Specifically, improve ESL instruction by:

   a. in-service training for teachers on appropriate ESL methodology, especially selection of relevant topics.

   b. stimulating and/or requiring (vis a vis homework) students to carry out-of-classroom reading (i.e. newspapers) and television viewing habits in English.

   c. more use of English audio visual media (i.e. films, cassettes) in instruction to increase frequency and variety of situations in which English is heard and used.

   d. The experience and talent of the parent worker should be used for this training.

3. In-service training should also be provided on methods of teaching reading and writing skills in the native language to eligible pupils. This should be accompanied by a decision to postpone other-than-oral ESL instruction until a degree of literacy in the native language is achieved.

4. For the forthcoming academic year, every effort should be made to pull together, in writing, the ideas and materials developed by Project APRENDE staff in one "Guide" that could be disseminated to staff and parents not attending the conference. The plans and materials developed by the parent trainer for her ESL workshops was of such exemplary quality they should also be disseminated to all schools in the district.

5. The preventive guidance program could be furthered by conducting a series of classroom group guidance lessons on topics such as:

a. values clarification/cultural differences

b. parent-child relationships/cultural differences

c. sex education/communicable diseases

d. career planning/setting goals

e. drug use and abuse

6. To provide increased availability, continuity, and follow-up on the work done by the bilingual guidance counselor, it is recommended that a counseling paraprofessional be trained and assigned to each school. Under the supervision of the bilingual guidance counselor, the paraprofessional could integrate the guidance component in each school's program. This is offered as a way of bypassing the counselor's schedule limitations.

In conclusion, then, Project APRENDE at J.H.S. 143, J.H.S. 164, and J.H.S. 52 was found to be good and, with certain improvements, could become a model.

APPENDIX I

- EVALUATION VISIT FORM

EVALUATION VISIT

District 6

Date(s)_____

Program_____ Total Population_____

School_____ Percent Hispanics_____

Address_____ No. Consent Decree_____

Phone_____ No. In Program_____

PERSONNEL AND FUNCTION

Principal_____ Asst. Principal_____

Bilingual Coordinator_____ Resource Teacher_____

Paraprofessionals_____ Role_____

_____ Role_____

_____ Role_____

_____ Role_____

Guidance Counselor_____

Teachers_____

_____

_____

_____

Other_____

_____

Comments_____

_____

_____

_____

_____

_____

_____

INSTRUCTIONAL COMPONENTS

Artist and/or Enrichment

2 English as a Second Language

3 Spanish Language Arts

4 Social Studies

5 Math

Science

Other

Fndz-3

ORGANIZATIONAL ELEMENTS

election of Participants (testing)

ternal Coordination; Articulation; Cooperation (with Consent Decree, Title I, library, etc.

ternal Coordination; Articulation; Cooperation (i.e. parents, District, Special trainers, e

her

APPENDIX II

OBSERVATION OF INSTRUCTION

OBSERVATION OF INSTRUCTION

rade Subject Language of Instruction

opic/Objective

evelopment of Lesson

evel of Participation by students/Language of participation by students

ole of paraprofessional

aterials and Resources Available to students

hysical Characteristics (location, arrangement, displays, etc.)

verall Effectiveness

APPENDIX III

EVALUATION QUESTIONNAIRE

BOARD OF EDUCATION OF THE CITY OF NEW YORK
SCHOOL DISTRICT 6
665 WEST 182ND STREET (AT B'WAY)
NEW YORK, N. Y. 10033

PAUL TREATMAN
COMMUNITY SUPERINTENDENT

JAMES P. ROBERTS
DEPUTY SUPERINTENDENT
CURRICULUM AND INSTRUCTION

MARTIN W. MILLER
DEPUTY SUPERINTENDENT
BUSINESS AND ADMINISTRATION

May 22, 1980

Dear Colleague:

Attached you will find a brief questionnaire that will assist us in the evaluation of your Title VII or Chapter 720 Bilingual Program in your school. It would be appreciated if you would spend a few moments and complete the questionnaire. Please return to Aquiles Conde at the District Office by June 11, 1980.

Thank you once again for your complete cooperation.

Respectfully yours,

Howard S. Tilis
Director
Research, Evaluation and Testing

cc: Armetta M. Cossingham
Erick Irizarry

TEL. 000-0000

BOARD OF EDUCATION OF THE CITY OF NEW YORK

SCHOOL DISTRICT 6

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DEPUTY SUPERINTENDENT
BUSINESS AND ADMINISTRATION

COMMUNITY SCHOOL DISTRICT 6
TITLE VII AND CHAPTER 720
EVALUATION QUESTIONNAIRE

SCHOOL _____ PROGRAM _____

TITLE _____

YRS. SCHOOL EXPERIENCE _____

DEGREES/CERTIFICATES HELD	DATE GRANTED
_____	_____
_____	_____
_____	_____

NATIVE LANGUAGE _____

SECOND LANGUAGE _____

Listed below are a number of areas which are directly related to the Title VII or Chapter 720 program in your school. Each item is to be rated from 1 (poor) to 5 (excellent); please use any number between 1 and 5 in order to rate the adequacy of each item.

PUPILS

	POOR				EXCELLENT
Selection Procedures.....	1	2	3	4	5
Testing Program	1	2	3	4	5
Pupil Participation in Program	1	2	3	4	5
Pupil Performance	1	2	3	4	5
English Language Skills	1	2	3	4	5
Spanish Language Skills	1	2	3	4	5

STAFF

	POOR				EXCELLENT
English Language Skills	1	2	3	4	5
Spanish Language Skills	1	2	3	4	5
Training for Position	1	2	3	4	5
Experience for Position	1	2	3	4	5
Adherence to Program Goals	1	2	3	4	5
Communication with Pupils	1	2	3	4	5
Coordination with other Staff	1	2	3	4	5
Guidance Support	1	2	3	4	5

INSTRUCTION

In the Arts	1	2	3	4	5
In English Reading/Language Arts	1	2	3	4	5
In Spanish Reading/Language Arts.....	1	2	3	4	5
In ESL	1	2	3	4	5
In Math	1	2	3	4	5
In Science	1	2	3	4	5
In Social Studies	1	2	3	4	5
Artists-in-Residence Availability	1	2	3	4	5
Artists-in-Residence Contribution	1	2	3	4	5

IN-SERVICE TRAINING

Topic Relevance to Job Performance.....	1	2	3	4	5
Usefulness of Training.....	1	2	3	4	5
Applicability to Classroom use of Distributed Materials	1	2	3	4	5
Comprehensiveness of Training.....	1	2	3	4	5

COORDINATION

	POOR				EXCELLENT
With Tax-Levy Instruction	1	2	3	4	5
With Funded Programs.....	1	2	3	4	5

Please discuss briefly in the space below the most salient aspects of the program in your school that would constitute, in your opinion, major strengths or weaknesses.

DISTRICT 6 FOURTH ANNUAL BILINGUAL CONFERENCE

June 14, 1980

E V A L U A T I O N F O R M

Using the value scale noted below, please rate the workshops you have attended and the overall conference by placing a number from 1 to 4 in the appropriate box.

VALUE SCALE: 1-POOR 2-FAIR 3-GOOD 4-EXCELLENT

PLEASE DEPOSIT THE COMPLETED EVALUATION FORM IN THE BOX LOCATED AT THE ENTRANCE TO THE WARWICK DINING ROOM.

W O R K S H O P S	Effectiveness & Quality of Workshop	Quality of Distributed Materials
4...3...2...1...Action!		
Basic Facts About Child Development		
Bilingual Education: An Enrichment Alternative		
Introduction to the Crane Reading System		
Individualizing the Social Studies Curriculum		
Integrating Movement and Dance in the Curriculum		
How Television Affects Your Child		
Creative Ideas for the ESL Classroom		
Effective Methodology for Teaching Reading in A Second Language		
Spanish Reading Through Science		
Recent Developments in Evaluation of Bilingual Education		
Your Child and the Reading Process		
Don Quijote: The Classics in Bilingual Education		
Puppetry as an Instructional Tool		
Meeting the Needs of the Illiterate Adolescent		
N.Y.C. Proposed Promotional Policy and Its Effects on Bilingual Education		
Racism and Ethnic Bias in Children's Literature		
The Cloze Procedure in the Bilingual Classroom		
How to Survive in a Bilingual Classroom		
Bilingual Sharing Through Bilingual Pairing		

Using the scale noted above, please rate the overall conference by circling the appropriate number:

OVERALL ORGANIZATION OF THE CONFERENCE: 1 2 3 4

SUGGESTIONS FOR TOPICS IN FUTURE DISTRICT 6 BILINGUAL CONFERENCE:

ADDITIONAL COMMENTS:

CUARTA CONFERENCIA ANUAL BILINGUE DEL DISTRITO 6

14 de junio de 1980

H O J A D E E V A L U A C I O N

Usando la escala de valores a continuación, evalúe los talleres a los cuales usted haya asistido y a la conferencia en general colocando un número del 1 al 4 en el encasillado apropiado:

ESCALA DE VALORES: 1-POBRE 2-MEDIOCRE 3-BUENO 4-EXCELENTE

POR FAVOR DEPOSITE LA HOJA DE EVALUACION EN LA CAJA LOCALIZADA A LA ENTRADA DEL COMEDOR WARWICK.

P R E S E N T A C I O N E S	Eficiencia y Calidad de la Presentación	Calidad de Materiales Distribuídos
¡4...3...2...1...Acción!		
Aspectos básicos sobre el desarrollo del niño		
Educación bilingue: Una alternativa para el enriquecimiento		
Introducción al sistema de lectura Crane		
Individualización del currículo de estudios sociales		
Integrando el movimiento y el baile en el currículo		
Como la televisión afecta a su hijo		
Ideas creativas para las clases de inglés como segundo idioma		
Metodología efectiva para la enseñanza de la lectura en un segundo idioma		
La lectura en español a través de la ciencia		
Nuevos acontecimientos en la evaluación de la educación bilingue		
Su hijo y el proceso de la lectura		
Don Quijote: La literatura clásica en la educación bilingue		
El uso de marionetas como instrumento educacional		
Satisfaciendo las necesidades del adolescente iletrado		
Prácticas promocionales propuestas en la Ciudad de Nueva York y sus efectos en la educación bilingue		
El racismo y el prejuicio en la literatura infantil		
El procedimiento "Cloze" en la clase bilingue		
Como sobrevivir en un salón bilingue		
Compartiendo y apareando a través del bilinguismo		

Usando la escala de valores que aparece arriba, evalúe la conferencia en general haciendo un círculo alrededor del número apropiado.

ORGANIZACION GENERAL DE LA CONFERENCIA 1 2 3 4

SUGERENCIAS DE TOPICOS PARA CONFERENCIAS FUTURAS EN EL DISTRITO 6 SOBRE EDUCACION BILINGUE:

COMENTARIOS ADICIONALES: